

COURSE OUTLINE FALL 2008

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| <u>CRJ 212</u> | <u>Juvenile Justice</u> | | | <u>3</u> |
| Course Number | Course Title | | | Credits |
| <u>3</u> | <u> </u> | <u> </u> | <u> </u> | <u>15 weeks</u> |
| Class or Lecture Hours | Laboratory Work Hours | Clinical or Studio Hours | Practicum, Co-op, Internship | Course Length (15 week, 10 week, etc.) |
| <u>Not Applicable</u> | | | <u>None</u> | |
| Performance on an Examination/Demonstration | | | Alternate Delivery Methods | |

Required Materials:

Reference Business and Technology Division Booklist

Catalog Description:

Overview of the major issues in the field of juvenile justice, including causes of delinquency and the development of modern treatment methods. Emphasis on the delinquent's relationships with family, school, peers, and the juvenile justice system.

Prerequisites:

None

Co-requisites:

None

Latest Review:

Fall 2006

Course Coordinator:

Cavit Cooley, cooleyc@mccc.edu, ext. 3625

Available Resources:

Reference Criminal Justice Library Materials List

Learning Center Resources:

No tutoring or study groups at this time.

General Objectives:

The student will be able to:

1. Identify and describe the significance of the contemporary juvenile justice system as it relates to the overall criminal justice system.
2. Explain the major functions of the juvenile treatment systems in the juvenile justice systems.
3. Know and critically evaluate the major theories of causes of juvenile delinquency, including sociological, psychological, environmental, economic, etc.
4. Understand the legal and historical background of delinquency in America.
5. Recognize and understand the problems confronting the various agencies that deal with the juvenile offender.

General Education Mission and Goals:

This course has been approved as meeting a Social Science General Education requirement. As instructors plan assignments, the following MCCC defined mission and goals should be included.

MCCC Gen Ed Mission:

Students:

- will be competent in critical and quantitative thinking and problem solving;
- will have been immersed in the critical study of what it means to be human;
- will have read, evaluated, appreciated and written about a wide range of texts and experiences;
- will have learned how to integrate their learning into a lifelong process of understanding themselves, others, and the world;
- will have learned how to contribute toward a better future for themselves and for others.

Applicable MCCC Gen Ed Goals:

- **Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.**
 - 1.1. Students will read, write, and listen actively, critically, and reflectively.
 - 1.2. Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.

- 1.3. Students will evaluate and revise their written and/or oral communication.
 - 1.4. Students will write and speak clearly and effectively in formal American English.
 - 1.5. Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.
- **Society and Human Behavior:**
 - 5.1. Students will analyze and appreciate how social and political institutions and organizations influence individual development and behavior.
 - 5.2. Students will demonstrate an understanding of the ways social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage with these processes.
 - **Historical Perspective: Students will analyze events and movements in western, world, and American societies and assess their subsequent historical significance.**
 - 6.1. Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.
 - 6.2. Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writers' point of view.
 - 6.3. Students will explain major ideas, movements, and technological discoveries, and their impact on western, world, and American society.
 - **Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.**
 - 7.1. Students will read texts which enable them to identify and critically and creatively engage with significant themes of meaning and value across a range of traditions.
 - 7.2. Students will demonstrate an awareness of interactions between significant themes and their contexts. These contexts include history, culture, and definitions of personal and communal identity.
 - 7.3. Students will engage actively with the materials, methods, and resources of human imagination. They will draw upon the literary arts and the study of philosophical and religious systems of thought and practice in order to extend their

own strengths of cultural, historical, and intellectual imagination.

7.4. Through their interaction with texts, students will apply their understanding to discovering and articulating connections between the texts and their personal senses of their own past, present, and future.

○ **Diversity and Global Perspective: Students will analyze the importance of a global perspective and culturally diverse peoples.**

10.1. Students will link culture, its practices and perspectives, with its geographical and/or historical conditions.

10.2. Students will analyze how the differences in people's background are important to American society.

10.3. Students will evaluate the consequences of prejudicial attitudes and discriminatory actions.

10.4. Students will analyze the impact of globalization on the economic and political structures of various nations and cultures.

Method of Evaluation and Grading:

Students should be given a variety of opportunities for course participation. This should include oral discussions and or presentations, examinations, and research writing. The student will be given at least three (3) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations should include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student will also be required to write at least one research assignment. The research assignment will be a book review of an important juvenile justice book, a summary of an interview with any primary worker in the juvenile justice system, or a research paper on a specific issue in juvenile justice. The percentage of examinations, the research paper, and class participation in the computation of each student's grade will be determined by the instructor.

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| <u>Scale</u> | A = 93 – 100 % |
| | A- = 90 – 92 % |
| | B+ = 87 – 89 % |
| | B = 83 – 86 % |
| | B- = 80 – 82 % |
| | C+ = 77 – 79 % |
| | C = 70 – 76 % |
| | D = 60 – 69 % |
| | F = 0 – 59 % |

Instructional Methods:

Teaching-learning methods employed shall include lectures, discussions supplemented by appropriate related texts, and audio-visual media.

Special Considerations:

Guest speakers (practitioners) and other academicians are considered to be beneficial to keep the course current and meaningful. Field trips when and wherever possible may be utilized.

The Course in Detail

I. Childhood and Delinquency

Learning Objectives: *The student will:*

1. Analyze problems of youth in American culture.
2. Analyze the concept of adolescence and risk taking.
3. Develop an understanding of the history of childhood.
4. Analyze the concept of *parens patriae*.
5. Analyze and discuss development of a special status of minor offenders.
6. Compare and analyze the *juvenile delinquent* and *status offender*.
7. Analyze parental responsibility laws.
8. Analyze juvenile curfew laws.
9. Analyze and compare the efforts being made to reform status offense laws.

II. The Nature and Extent of Delinquency

Learning Objectives: *The student will:*

1. Analyze the term *official delinquency*.
2. Understand how the FBI's Uniform Crime Report (UCR) is compiled.
3. Analyze recent trends in juvenile delinquency.
4. Understand how self-report data are collected and analyze what they say about juvenile crime.
5. Compare and analyze the factors that affect the juvenile crime rate.
6. Analyze gender patterns in delinquency.
7. Analyze and compare the factors that cause racial differences in delinquency.
8. Analyze class position and delinquency.
9. Analyze the role age plays in delinquency.
10. Analyze the chronic persistent offender.
11. Analyze the relationship between childhood and victimization.

III. Individual Views of Delinquency: Choice and Trait

Learning Objectives: *The student will:*

1. Compare and analyze choice and trait theories.
2. Analyze the concept of criminal choice.
3. Analyze the concept of routine activities.
4. Compare and analyze the pros and cons of general deterrence.

5. Compare and analyze *specific deterrence* and its difference from general deterrence.
6. Analyze the concept of situational crime prevention and be able to discuss the strategies now being used.
7. Analyze the work of Cesare Lombroso, the founder of biological criminology.
8. Compare and analyze biochemical, neurological, and genetic factors linked to delinquency.
9. Analyze the psychodynamic model of delinquency and its link of antisocial behaviors to unconscious emotions and feelings.
10. Analyze and understand why, according to the behavioral perspective, watching violent media causes violent behaviors.
11. Understand why some psychologists view delinquency as a function of improper information.
12. Analyze and understand the term *psychopath*.
13. Analyze the issues linking intelligence to delinquency.

IV. Sociological Views of Delinquency

Learning Objectives: *The student will:*

1. Analyze *social disorganization*.
2. Analyze the relationship between neighborhood fear, unemployment, social change, and lack of cohesion and delinquent behavior patterns.
3. Compare and analyze the concept of strain and anomie.
4. Analyze the elements of general strain theory and the concept of negative affective states.
5. Understand how cultural deviance creates a breeding ground for gangs and law-violating groups.
6. Analyze and compare the social processes that have been linked to delinquency.
7. Compare and analyze learning and control theories.
8. Analyze the elements of labeling and stigma that reinforce delinquency.
9. Analyze the role that social conflict plays in creating an environment that breeds antisocial behaviors.
10. Compare and analyze the social programs that have been designed to improve neighborhood conditions, help children be properly socialized, and reduce conflict.

V. Developmental Theories

Learning Objectives: *The student will:*

1. Analyze the concept of *developmental theory*.
2. Compare and analyze the factors that influence the life course.
3. Compare and analyze the different pathways to delinquency.
4. Analyze the social development model.
5. Analyze interactional theory.
6. Compare and analyze the *turning points in delinquency*.
7. Analyze the influence of social capital on delinquency.

8. Analyze and understand *latent trait*.
9. Analyze and understand Gottfredson and Hirschi's general theory of crime.
10. Analyze the concepts of impulsivity and self-control.

VI. Gender and Delinquency

Learning Objectives: *The student will:*

1. Analyze the changes in the female delinquency rate.
2. Analyze and understand the cognitive differences between males and females.
3. Compare and analyze the differences in socialization between boys and girls and how this may affect their behavior.
4. Analyze the psychological differences between the sexes.
5. Compare and analyze discuss the early work on gender, delinquency, and human traits.
6. Analyze the elements contemporary trait theorists view as the key to understanding gender differences, such as psychological makeup and hormonal differences.
7. Analyze how socialization is thought to affect delinquency rates.
8. Compare and analyze the views of contemporary socialization theorists.
9. Analyze and understand the term *liberal feminism*.
10. Discuss how critical feminists view female delinquency and analyze Hagan's power-control theory
11. Analyze how the treatment girls receive by the juvenile justice system differs from the treatment of boys.

VII. The Family and Delinquency

Learning Objectives: *The student will:*

1. Analyze the link between family relationships and juvenile delinquency.
2. Analyze the complex association between family breakup and delinquent behavior.
3. Analyze why families in conflict produce more delinquents than those that function harmoniously.
4. Analyze the association between inconsistent discipline and supervision and juvenile crime.
5. Analyze how parental and sibling misconduct influences delinquent behaviors.
6. Analyze the concept of child abuse.
7. Analyze the nature and extent of abuse.
8. Compare and analyze the factors that are seen as causing child abuse.
9. Analyze the complex system of state intervention in abuse cases.
10. Analyze the association between child abuse and delinquent behavior.

VIII. Peers and Delinquency: Juvenile Gangs and Groups

Learning Objectives: *The student will:*

1. Analyze the development of peer relations.

2. Compare and analyze the various views of peer group cohesiveness.
3. Analyze the concept of *the gang*.
4. Analyze the history of gangs.
5. Understand and analyze the nature and extent of gang activity.
6. Recognize and analyze the various types of gangs.
7. Analyze how gangs are structured.
8. Be familiar with and analyze the racial and ethnic makeup of gangs.
9. Compare, discuss, and analyze the various theories of gang development.
10. Analyze how police departments are undertaking gang prevention and suppression

IX. Schools and Delinquency

Learning Objectives: *The student will:*

1. Analyze the crisis that is facing the education system.
2. Analyze the association between school failure and delinquency.
3. Compare and analyze the factors that cause school failure.
4. Analyze the term tracking.
5. Analyze the problem of truancy and what is being done to limit its occurrence.
6. Compare and analyze the reasons why kids drop out of school.
7. Analyze the nature of school crime and school shootings.
8. Analyze what school administrators are now doing to prevent delinquency on campus.
9. Compare and analyze the various school-based delinquency prevention efforts.
10. Analyze the legal rights of students.

X. Drug Use and Delinquency

Learning Objectives: *The student will:*

1. Understand which are the drugs most frequently abused by American youth.
2. Analyze the extent of the drug problem among American youth today.
3. Analyze how teenage drug use in this country has changed over time.
4. Compare and analyze the main explanations for why youths take drugs.
5. Recognize and analyze the different behavior patterns of drug-involved youths.
6. Analyze the relationship between drug use and delinquency.
7. Compare and analyze the major drug-control strategies.
8. Analyze and discuss the pros and cons of government using different drug control strategies.

XI. The History and Development of Juvenile Justice

Learning Objectives: *The student will:*

1. Compare and analyze the major social changes leading to creation of the first modern juvenile court in Chicago in 1899.

2. Compare and analyze the landmark Supreme Court decisions that have influenced present-day juvenile justice procedures.
3. Analyze the nature of delinquency cases being processed in juvenile court.
4. Analyze how children are processed by the juvenile justice system, beginning with investigation and arrest and concluding with reentry into society.
5. Analyze the conflicting values in contemporary juvenile justice.
6. Analyze key similarities and differences between the adult and juvenile justice systems.
7. Analyze the pros and cons of the juvenile justice system's goal to treat rather than punish and assess if this goal is being met today.
8. Analyze the need for and be aware of the key elements of a comprehensive juvenile justice strategy to deal with juvenile delinquency.
9. Analyze the difference between prevention and intervention efforts to reduce juvenile delinquency.
10. Analyze the pressing issues in the future of juvenile justice.

XII. Police work with Juveniles

Learning Objectives: *The student will:*

1. Compare and analyze key historical events that have shaped juvenile policing in America today.
2. Analyze key roles and responsibilities of the police in responding to juvenile offenders.
3. Analyze the organization and management of police services for juveniles.
4. Compare and analyze major court cases that have influenced police practices.
5. Analyze key legal aspects of police-work, including search and seizure and custodial interrogation, and how they apply to juveniles.
6. Analyze police use of discretion and factors that influence discretion.
7. Analyze the importance of police use of discretion with juveniles and some of the associated problems.
8. Compare and analyze the major policing strategies to prevent delinquency.
9. Analyze the pros and cons of police using different delinquency prevention strategies.

XIII. Juvenile Court Process: Pretrial, Trial, and Sentencing

Learning Objectives: *The student will:*

1. Analyze the roles and responsibilities of the main players in the juvenile court.
2. Analyze key issues of the pre-adjudicatory stage of juvenile justice, including detention, intake, diversion, pretrial release, plea bargaining, and waiver.
3. Analyze the pros and cons of waiving youths to adult court.
4. Analyze key issues of the trial stage of juvenile justice, including constitutional rights of youths and disposition.

5. Compare and analyze major U.S. Supreme Court decisions that have influenced the handling of juveniles at the pre-adjudicatory and trial stages.
6. Compare and analyze the most common dispositions for juvenile offenders.
7. Analyze the major arguments opposed to and in favor of the death penalty for juveniles.
8. Analyze the pros and cons of confidentiality in juvenile proceedings and privacy of juvenile records.

XIV. Juvenile Corrections: Probation, Community Treatment, and Institutionalization

Learning Objectives: *The student will:*

1. Compare and analyze community treatment and institutional treatment for juvenile offenders.
2. Analyze the disposition of probation, including how it is administered and by whom and recent trends in its use compared with other dispositions.
3. Compare and analyze new approaches for providing probation services to juvenile offenders and comment on their effectiveness in reducing recidivism.
4. Compare and analyze the range of residential community treatment programs that serve as alternatives to incarceration and discuss the pros and cons of residential community treatment for juvenile offenders.
5. Analyze key historical developments of secure juvenile corrections in this country, including the principle of *least restrictive alternative*.
6. Analyze recent trends in the use of juvenile institutions for juvenile offenders and how their use differs across states.
7. Analyze key issues facing the institutionalized juvenile offender, including minority overrepresentation and gender discrimination.
8. Compare and analyze the various juvenile correctional treatment approaches that are in use today and comment on their effectiveness in reducing recidivism.
9. Analyze the concept of *right to treatment* for institutionalized juveniles and the ongoing struggles to uphold minimum standards and ensure basic civil rights for institutionalized juveniles.
10. Analyze the nature of aftercare for juvenile offenders and comment on recent innovations in these programs.

Academic Integrity:

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

